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DEVELOPMENT OF A GUIDEBOOK OF COMMUNITY RESOURCES FOR
THE PELLA COMMUNITY SCHOOLS

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CHAPTER I

INTRODUCTION

For many years educational leaders in general have realized that the environment is a significant factor in the educational program. School-community interaction is inevitable. The students have been influenced by their community as it has affected their personalities. The school has reflected the community it serves, whereas the community life has been changed or affected by its constituents, the products of the schools. Because of the significance of this constant interaction, extensive knowledge of the community by teachers and students could well be helpful. Evidence has not revealed that community resources have been adequately utilized by schools, generally.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to survey the background of and the prevailing community resources of the Pella school area; (2) to organize the findings into a guidebook of community resources readily accessible; and (3) to make this guidebook available to Pella Community School teachers for a better understanding of the students and community they serve, and for curriculum enrichment.

Significance of the Study. Much educational material can be provided by community resources that are in no other way adequately available. Especially in the field of primary sources does it have much to contribute. The expressed need and desire for a local catalogued guide of resources by teachers and administrators alike is not only a felt local need. Olsen reported that:

All across the country more and more schools and school systems are establishing organized, systematic community resource programs as integral aspects of their total effort toward improved education. Increasingly it is recognized that some kind of catalog of educational resources in the community is essential for every school as that school begins to expand its concept and practice of life-centered education.¹

In educational circles it has long been proven important to have information about the home and community background of the pupil population. The pupil has been better understood by adequate knowledge and study of background material.

The difficulty of maintaining an understanding of home and community background by the teaching staff has been heightened by the problems of teacher turnover and the integration of new teachers into the school faculty. For the youth, the mobility of population of this mid-twentieth century has made a new community their home which may have few if any

¹Edward G. Olsen, School and Community (second edition New York: Prentice-Hall, Inc., 1954), pp. 503-504.

respects of similarity to the one he last called home. The increasingly complex and rapidly changing society of today has merited close observation by those who are a part of that society.

The community under study is proud of its ancestral heritage. For a teacher to be a part of this community is to have looked into its past to find the "why" and to share in that pride as it is exemplified in the community today.

Schools should widen, enrich, and give greater meaning to life as it goes on in the out-of-school environment. The good teacher of this time prevailing cannot merely be a drillmaster in a cloistered institution. It is expected that he be a competent and critical student and leader in school and community relationships and to have at hand whatever pertinent data are necessary to perform this leadership intelligently.

Limitations. The material resources and resource persons listed were those available in the Pella Community School District deemed of sufficient value for utilization in the school. Selection for inclusion was based on interest, relevancy, accessibility, and amount of possible contribution. No attempt was made to include all the possible community resources, when to use them or specifically how to use them. This is left to the discrimination of the users.

The human element involved in interview of the people within the community was lessened by submitting the same questions to different individuals.

II. PROCEDURE

The need of community study as expressed by well-known leading educators, as well as educators in the area under study, prompted the survey of our own community and the organization of the findings into a directory available to the staff. The information and statistics were drawn from many sources. Background material for school-community relationship was taken from books and periodicals in the libraries written by authorities in the field. Background material for the present setting of the community was obtained from histories of the community as found in the local city library, archives, studies made by others of Pella, and church histories.

Documentary sources including newspaper files, tax and census records, government documents, maps, school records, business statistics, printed matter from agencies and businesses, state yearbook, local museum and collections, historic spots, and traditional practices contributed toward the study.

Personal interviews with direct descendants, long-time residents, local historians, school and city officials, college personnel, leaders of business, social and civic organizations, the recreational director, and religious leaders helped to determine and establish facts.

Participation in and observance of community life for three years contributed toward this study.

Data so gathered were compiled and classified as to material resources and resource persons according to topic or area toward which contribution can best be made to be readily accessible for use by the local staff. Suggestions and recommendations for use follow the classification. Copies of this will be placed in the principal's office. It is hoped that it may serve as an aid to better community understanding and in curriculum building.

III. DEFINITIONS OF TERMS USED

Community. This term applies to a population aggregate inhabiting a delimitable contiguous territory, sharing an historical heritage, possessing a set of basic service institutions, participating in a common mode of life, conscious of its unity and able to act in a corporate way.¹

Community Resources. This term signifies anything in the community (except the schools) that has educative value.

Resource Persons. This term applies to persons of any age and background who can share their specialized knowledge with students and who are willing to do so by coming into the classroom or by being interviewed elsewhere.

¹Lloyd A. Cook and Elaine F. Cook, A Sociological Approach to Education (New York: McGraw-Hill Book Co., Inc., 1950), pp. 48-49.

IV. REVIEW OF THE LITERATURE

Over a period of years proponents have initiated into practice what they believed to be the best in educational theory. Today leading educators have agreed that the primary function of education is to support, enlarge, perpetuate, and strengthen the democratic way of living and to improve upon it as far as the individual or the group is concerned. Too often schools have existed in a sphere more or less removed from contact with real community life. The primary function of education requires a close cooperation between community and school--more so than has existed in practice in the past although it has been propounded in theory. Education to be realistic must be closely associated with the problems and resources of modern life.

The scientific foundation for this realistic approach may well have been laid by Francis Bacon when he offered to the world the theory of generalizing from observed data. His influence exerted on Jon Amos Comenius was resultant in the Comenius basic principles of educational method that are today commonly accepted in theory but easily violated in practice. These were:

1. The place of sense perception in learning.
2. The importance of student interest and understanding.
3. Education as guided discovery and problem solving.
4. Proceeding from the known to the unknown, the near to the far, the easy to the difficult, the immediate locality to the larger world.¹

¹ Olsen, op. cit., p. 373.

Considered extremists of their day, Jean-Jacques Rosseau and Johann Bernhard Basedow believed that a youngster should learn directly from experience rather than indirectly from books. In the light of present day standards, all of the methods of educational practice of that day can not be considered as acceptable. However, Salzman, a Basedow scholar, accepted the greater part of his educational credo laying considerable stress on nature study, first hand observations of people and their occupations as well as flora and fauna. The school of Salzman served as model of a better kind of education for many years.

John Dewey indicated that the great waste in the school came from the child's inability to utilize the experiences within the school that he got on the outside, or that the learner was unable to apply in daily life what he had learned at school. He called this the isolation of the school from life.

When the child gets into the schoolroom he has to put out of his mind a large part of the ideas, interests and activities that predominate in his home and neighborhood. So the school, being unable to utilize the everyday experience, sets to work on another task and by a variety of means, to arouse in the child an interest in school studies.¹

¹John Dewey, School and Society (revised; Chicago: University of Chicago Press, 1959), p. 75.

Margaret Koopman stated:

There is no greater fallacy in educational thinking than the belief that public education in a democracy should go on in classrooms isolated from the main currents of community life. The school and the community are inseparable in the educative process.¹

Most educational authorities of today have come to accept the theory of the maintenance of satisfying school community relationships as a vital function of the school. The educative process has been conceived as something more significant than the mastering of conventional subject fields and the fundamental skills of learning. Not only must children learn to read, write, spell, and solve common mathematical problems, but they must also develop awareness of the big and persistent problems of providing the needs for living in the community. These cannot be understood from textbook assignments and class discussions alone. An experiential background, determined by environment, makes the reading and discussion more meaningful.

An essential part of training for community citizenship has included a development of a real appreciation for the resources of the community in which the pupil will sooner or later become a more or less active citizen. This can best be acquired through a thorough understanding of the history, government and manifold social and economic institutions which have played an important part in the growth and prosperity of the community.

¹Margaret O. Koopman, Utilizing the Local Environment (New York: Hinds, Hayden and Eldridge, Inc., 1946), p. 5.

In some communities the school and community have become partners. Lay people have offered much, not as educational technique, but toward a clearer conception of the purposes and function of the school. Apprising the public of purposes and function of the school verbally only has been no guarantee of acceptance by the public. This has been evidenced through the recent barrage by the critics. This cooperative educational venture has been improved through the use of community resources for educational experience. Some modern schools have related the school positively to the community, interpreted its program, and maintained good public relations.

One of the pronounced phenomena in school-community relations has been the lag of educational practice behind the commonly accepted theory. Teachers have been hesitant to introduce newer methods when community members, influenced in thought by their own school experience, have not understood the newer practices. Other obstacles have been compartmentalized programs of instruction, pressure to cover the book, administrative convenience, and lack of know-how.

In a questionnaire study of Detroit students in grades six, nine, and twelve to discover what places in the community the students had visited and with whom, Miller R. Collings found that teachers cannot assume that students have had large numbers of experiences in visiting places in the community, or that schools are making sufficient use of community

resources. The most direct experiences are provided by the home. Church and club groups provide very few such experiences. Students have had most experiences with recreational and cultural activities and fewest with governmental activities.¹

For three centuries serious attempts have been made by educators to make the school a more vital structure in community life and to utilize the social and physical environment outside the school. From a review of the background material it is concluded that it is essential for a sound educational program to have knowledge of and to utilize intelligently the community resources available. This is necessary to meet our educational objectives.

residents were conducted.

This chapter deals with the earliest white settlement of Peoria, Ill.

¹Clara M. Olsen and Sai Bhararatna, "Community Resources," Review of Educational Research, XXVI (April, 1956), p. 169.

CHAPTER II

PELLA COMMUNITY HISTORY

To develop a better understanding of the present community, a deeper study into the background seemed essential. The community exists as it presently is because of the eventful history that contributed toward its development. A deeper appreciation is established by examining this past. To obtain this appreciation and insight, written historical information was gathered and used including the original writings of K. Van Stigt, Dutch historian of the nineteenth century. Newspaper files, church histories, school records, and studies made by others about the history of Pella contributed to the background material. Interviews with direct descendants of the early settlers, local historians, and long-time residents were conducted. This chapter deals with the earliest white settlement of Pella, the coming of the Hollanders, and the growth of the settlement.

I. EARLIEST WHITE SETTLEMENT

The eventful history of the pioneer settlement of the present city of Pella began in April, 1843. A husband and wife came to the present site claiming it as their home after building a claim pen in what is now Garden Square. A log cabin to be used as a dwelling by the couple, Mr. and Mrs.

Thomas Tuttle, was erected somewhat north of this. This family had migrated from Jefferson County.

The surrounding area was being settled by a group of pioneers who claimed various states east of the Mississippi River as the place of their birth. The Wellington Nossaman family is said to have built the second log cabin in this area choosing the Des Moines River site three miles south of Pella. Mr. Nossaman has further been credited with the setting up of the first horse-drawn corn grinding mill in Marion County. A man of enterprise, he later held solely or in partnership pottery works, a saw mill, mercantile business, a lime kiln, and a hostelry. He was elected first coroner and first acting Marion County sheriff.

The Dr. James L. Warren family took up residence in 1843 six miles northeast of Pella. Besides being the first physician and a licensed preacher, he contributed toward the development of the area by establishing a mill on the banks of the Skunk River in 1846. Later after escaping a first damaging fire, this mill was completely destroyed by a greater fire.

Green T. Clark and family, after arriving in 1843, settled a few miles southeast of Pella, becoming a prosperous farmer and livestock raiser. His services in later years were in civic areas serving as county assessor, justice of the peace, member of the county board of supervisors, and Marion County legislator.

A man of strong religious convictions, Robert G. Hamilton came to this area in 1843. His skill as a carpenter was in great demand. He was one of the organizers of the Methodist Church that served the early settlers of this area.

This small contingent was followed later by the William Welsch family, parents of Mrs. Nossaman, and the Joseph Porter family, for whom the Porterville district was named. The Welsch family engaged in pottery works, producing useful jugs and crocks. Joseph Porter had the distinction of bringing the first steam engine into the county to provide power for his sawmill in Pella. A second saw mill, as well as a flour mill were established here by him.

Exclusive of the four families mentioned who remained in the community, many other settlers came in the years 1843 and 1844, some of whom remained in Lake Prairie Township, but many moved to other areas when the Holland colonization took place a few years later.¹

II. COMING OF THE HOLLANDERS

While this migration and settling was taking place within this country, conditions in Holland were prompting a migratory move by the Dutch.

¹Krijn Van Stigt, Geschiedenis van Pella, Iowa en Omgeving Tweede Deel (Pella: Weekblad Drukkerij, 1897), pp. 35-38.

²P. C. Rixse, De Hollandse Kolonisten in Iowa (Amsterdam: Noord-Hollandsche Uitgeversmaatschappij, 1913), p. 20.

As a leader of a band of people who believed in complete separation of church and state, the Reverend Hendrick Peter Scholte, following ten years of persecution, laid plans for this move.¹ Others involved in the organization and planning of this venture were A. J. Betten, Issac Overkamp, G. F. Lecocq, John Rietveld, and A. Wigny. This migratory group of April 1847, whose other members were selected by application, were described as industrious, sober, Protestant, non-atheistic, and of high moral fiber. In the main they were a wealthy agricultural people.

After considering Texas, Missouri, and Borneo as final settling places, the colonists headed for Baltimore and a mythical city of refuge, Pella, to be located in Iowa. The journey proceeded from Baltimore by rail, by canal boat from Columbia, Pennsylvania to Pittsburgh, and down the Ohio River to St. Louis, a journey lasting three weeks. To properly prepare for the settlement a commission was sent ahead to make arrangements at the land office located at Fairfield, Iowa. It was here that the good fortune of meeting the Reverend M. J. Post befell the commission. As a Baptist minister he had traveled widely in Iowa. The Reverend Post led the commission to the divide on which the city now stands where they posted a shingle inscribed "PELLA." The commission was introduced to and entertained by the Hamiltons and Nossamans. The Tuttle property on

¹P. F. Risseeuw, Landverhuizers (Baarn, Netherlands: Bosch and Keuning N. V., 1953), p. 28.

the intended claim was acquired for \$1.25 an acre, allowing the Tuttles to migrate farther westward.

The commission made arrangements to purchase 18,000 acres of land to be parceled out by drawing. The land was obtained through the preemption law that required settling the land, within one year giving proof of improvement, and then securing the title through payment or warrant of \$1.25 to \$2.50 per acre depending upon location relative to railroad land grant.¹ The commission returned to St. Louis to direct the nearly seven hundred colonists to the new location.

After steamboating up the Mississippi River to Keokuk, the colonists journeyed inland by horse or oxen drawn wagons, hired or purchased. Some walked in their wooden shoes. On August 26, 1847 the sign post was sighted.²

The sought-for city of refuge was not a city, much to Mrs. Scholte's dismay. The lavish furnishings of the Scholtes waited to be unpacked until the new residence was built. Meanwhile the family resided in the claim pen built by the Tuttles, and located where presently Garden Square is located. Prairie grass, man's height and growing in abundance, served

¹Jacob Van Der Zee, The Hollanders of Iowa (Iowa City: State Historical Society of Iowa, 1912), p. 135.

²Ibid., p. 67.

as raw material for the roofs of the hastily erected sod houses. From this the settlement became known as "STRAW TOWN," pitched on the present site of the Oakwood Cemetery. The Nossaman mill furnished much of the walnut lumber used in the construction of many new homes. Some homes were made of the newly discovered native stone.

The first business establishment was probably the shoe cobbler's, who after portaging his strange-looking trunk in a wheel-barrow, opened it and set up in business.¹ Another early merchant began his general store after completely buying out a traveling huxter wagon.² Wolters and Smeenck are mentioned as early merchants.

By 1848 the Scholte residence was completed. It was constructed on the northeast corner of Garden Square where it still stands today. The house was equipped in the European style to which Mrs. Scholte was accustomed, complete with piano. The Delft china, broken in transit, was the material used in laying the first surfaced path in the town. Only six plates remained in tact, one of which is on display in the Pella Historisch Museum.³

¹ Lenore R. Scholte, A Stranger in a Strange Land (Grand Rapids: Wm. B. Eerdmans, 1946), p. 49.

² Ibid., p. 52.

³ Ibid., p. 49.

Van Sijgel, 52 51 10-73

The relationships with the Indians were good, the result of friendly relations having been established by the earlier settlers.

III. GROWTH OF THE SETTLEMENT

The settlement grew as waves of immigrants filtered in, spurred on by the testimonies of the colonizers as to the good opportunities in a free land. Land was plentiful and cheap. Each wave of immigrants brought added economic advantage for the settlement. In 1848, seventy-two relatives and friends joined the group.

The second immigration, 1849, promoted by A. E. Bosquet, John Hospers, A. C. Kuyper, and J. Maasdam, leading a group of 238 people, had a stimulating effect for business. Many new residences were built. Blacksmith shops, mercantile business, bakeries, jewelry and hardware stores were quick to spring up. Three years later the first two-story business block was constructed. Indicative of the growth, the firm of Bosquet, Wolters and Smeenck in 1852 slaughtered and packed 500 hogs.¹

The California Gold Rush caused successive caravans to pass through Pella. This as well as other migrations contributed materially to growth as the merchants and others undertook to provide supplies for the transient groups.

¹Van Stigt, op. cit., pp. 57-73.

Booster Press, 1922), pp. 27-29.

In 1851 just five emigrants from Holland were added. In 1852 twelve came. From 1853-1855 a group numbering 551 marked by men who had had educational advantages in Holland, came to make Pella their home. The Nollen family stands distinct in this group.¹

In the years between 1847 and 1860, thirty-four emigrants from Germany and twenty-eight from France joined the settlement. Migrants added from eastern United States numbered 142. With the coming of the railroad in 1866 some Irish settlers came.

The lure of the land continued for the Hollanders overseas as during the twenty years, 1856-1876, 871 people came to help settle the area. But thirty years after the original settling, growth of the colony developed from within. This coupled with the increased price of land as it became more scarce, caused the influx of foreign-born settlers to decrease. Earlier residents were themselves reaching into neighboring counties and states for more cheap land. The most notable result was the establishment of Orange City, Iowa.²

The growth in population of Pella proper was largely due to the general move from farm to urban areas with the increased industrial expansion and production.

¹ Ibid., p. 77, pp. 84-85, pp. 93-109.

² George A. Stout, Souvenir History of Pella, 1847-1933 (Pella: The Booster Press, 1922), pp. 17-20.

As Reverend Scholte had command of the English language, it was natural that he should become the leader in governmental and financial matters as well as serving as the religious leader. This role he enjoyed.

Within one month after the land was originally settled, the colonists requested that the clerk of court come to Pella to administer the oath of citizenry intent to the male populace of 200 men. This gave the right of suffrage to this group through special dispensation by the General Assembly of Iowa, waving the usual rights of citizenship requirements. A second act by the General Assembly permitted Jefferson and Lake Prairie Townships to become Lake Prairie Township. Candidates from the 200 men for public office-holders were approved and the first election of 1848 was held in the log cabin vacated by the Scholtes.¹ These offices were shared by the first white settlers and the later arriving Hollanders.

The town was platted by Stanford Doud, Clairborne Hall, assisted in surveying by Scholte, A. P. Koelman, Henry Hospers, and Jacob Grandia. Lots were sizable to allow for garden space which led to the nickname, "GARDEN CITY." Streets running east and west were names of patriotic significance, whereas avenues running north and south were of religious significance.

Voting for incorporation was held in 1855 and passed by a vote of 135 to 22. The charter was drawn and election was held with the mayor's

¹Van Der Zee, op. cit., pp. 211-212.

post going to W. J. Ellis; recorder, G. Boekennoogen; treasurer, Issac Overkamp; marshall, A. Stoutenberg, and six alderman, Rosborough, M.A. Clark, J. E. Streng, H. Hospers, O. McDowell, and J. Berkhout. To the Honorable S. F. Prouty, some thirty years later, belonged the credit of codifying and indexing the city ordinances. Probably the most progressive town council was seated in 1909.¹

A request to move the mail distributing point from the banks of the Des Moines River to the town proper was granted and in 1852 a post office was opened with mail service two or three times a week. At the same time a lodging house established by Mrs. M. J. Post served passers-by. This later was named the "American House." A flourishing mercantile business belonged to Wolters and Smeenck. By 1855, Pella boasted eleven general stores, one hardware store, one stove and tinware store, two drug stores, three furniture stores, two jewelry stores, one book store, and enough of the services of blacksmith, wagon maker, cooper, shoemaker, carpenter, tailor, and bakery.² A brewery, woolen mill, cigar factory, harness factory, and lime and brick kilns flourished about this time. Eleven firms were butchering and processing better than 2000 head of hogs per week.

¹ Stout, op. cit., pp. 243, 248-249.

² Krijn Van Stigt, Geschiedenis Van Pella, Iowa en Omgeving, Derde Deel (Pella: Weekblad Drukkerij, 1897), pp. 8-9.

The origin of the now famous Pella bologna belongs to a German, John Ulrich, who arrived here in 1869.

The coming of the Des Moines Valley Railroad in 1866 stimulated business growth still more, but the influence of this factor was later reduced when two other lines crossed Marion County.

Efforts at cooperative handling has been a part of Pella business history. The earliest attempt was a strikeback at the panic of 1873. Sponsored by the Grange of the Patrons of Husbandry, the first cooperative store was unsuccessfully managed and declined to show a profit making it necessary to close.¹ In later years, the Farmer's Cooperative Society has been successful in the operation of elevators, as oil jobbers, and lumber dealers.

The history of the printed news began in Pella in 1855 with the publication of the Pella Gazette under the management of Reverend Scholte and Edwin H. Grant. Financial reverses caused its end in 1857. Two years later, as a Republican campaign instrument, it was reorganized only to last through the election year. In 1861 P. J. Oggel and H. Hospers purchased the office and press to begin a publication The Weekblad, a weekly edition with a strong Democrat persuasion. Accompanying this was a monthly religious periodical, The Maandblad. Later this was sold to

¹Cyrenus Cole, I Remember I Remember (Iowa City: State Historical Society of Iowa, 1936), p. 75.

H. F. Johnston and Company. To counteract this weekly issue The Pella Blade, a Republican influence was started by C. S. Wilson in 1865. When edited by H. Neyenesch, it became a leading Democrat influence in 1870. Another monthly religious periodical, published for twenty-two years, was De Toekomst, written in the Dutch language. In 1867 publisher Gerrit Van Ginkel put into circulation De Pella Gazette, a Dutch publication which two years later became incorporated into The Weekblad.¹ With decreased demand for a Dutch newspaper The Weekblad ceased to be in 1939.

G. A. Stout, an enterprising young man, published The Advertiser in 1893. After operating it one year he sold it to A. P. Heald. In 1903 Stout launched The Pella Chronicle, later incorporating it with The Blade. In 1905 the merged press was sold to Reverend R. R. Sadler in whose family it has remained. In 1907 The Booster Press was published by Stout but lasted only one year. The still existent weekly advertiser, The Town Crier, began in 1955.

Religious instruction was soon provided for the new settlers. The Warrens and the Hamiltons were instrumental in organizing the first Methodist class in Lake Prairie Township, while the Reverend M. J. Post organized the Aurora Missionary Baptist Church holding services in the Nossaman school house south of Pella in 1844. The articles of incorporation of the early Methodist church were dated 1855. The Methodist

¹Van Der Zee, op. cit., pp. 248-251.

history of Pella has disclosed the total or partial construction of three church buildings. The last building constructed remains located on South Main across from Webster School, and now owned by the Protestant Reformed group.

The Baptist followers voted to move to Pella in 1858. Church building and division of congregation came simultaneously, resultant in the disposition of the building to the newly formed First Reformed Church. Another number of Baptists organized and worshipped in the college chapel. The first building project for this new group took place in 1887 which was replaced by the new structure in 1957.

The Holland settlers of 1847 held their first worship service out-of-doors. Not desiring to be a part of an organized denominational structure, the church group under Reverend Scholte met in the G. H. Overcamp log house¹ until the church building, 25 by 50 feet in size, was completed in March of 1848.

Three years later dissension began to develop between Reverend Scholte and the people because of doctrinal and other differences. The dissenters withdrew and in 1856 under a Michigan church leader, Dr. A. C. Van Raalte, became the first Reformed Church organized west of the Mississippi River, the denominational affiliations being with the oldest continuous church, The Reformed Church in America. This small nucleus

¹Van Stigt, Tweede Deel, op. cit., p. 110.

exchanged \$1200 worth of building material for the "pink church" of the Baptists. The building that stood on the present First Reformed Church site until 1954 was completed in 1872, just in time to be the scene for the twenty-fifth anniversary celebration of the colony.

Little of the record is available, but a congregation of Congregationalists existed in Pella in 1859.

The year 1862 marked the beginning of the Second Reformed Church. It differed, having services in the English language only. In two years the new building was ready for use and served until the present building was dedicated on the same location in 1909.

Discontented with the doctrine, discipline and liturgy of the First Reformed Church, forty-two members withdrew and formed the Christian Reformed Church in 1866. A church was built on the site of the present edifice which was erected in 1942.

In 1870 a small group of Hollanders, who wanted the Dutch language retained, bought the unfinished Methodist building for \$2500 and organized as the Third Reformed Church. The church outgrew its space and a new building was built in 1916. After the Dutch custom, family pews were sold to maintain an adequate sum in the treasury.

The year 1869 was eventful for the Pella churches. A Dutch Presbyterian Church was started and maintained from 1869-1882. The same beginning year marked the establishment of a Roman Catholic Church serving forty members. The original one-story frame building has been in use

continuously by people of that faith. The original Christian Church established by Reverend Scholte in 1847 had in this year, twenty-two years after his death, become the Fourth Reformed Church.

Since 1872, a society of Derbyites has continued to exist. The membership is small.¹

The Fourth Reformed Church was greatly weakened in 1897 when the Reverend R. Vander Kieft and a great segment of the congregation withdrew to the Christian Reformed denomination, becoming the Second Christian Reformed Church. At first meetings were held in the City Hall, but later the present building on East Second Street was erected. The remaining members of Fourth Reformed disbanded in 1909.²

Churches of more recent origin in this vicinity are The Gospel Chapel and Church of the Open Bible. Calvary Christian Reformed and Trinity Reformed Churches came into existence from overflowing parent churches.

The public school system has grown from the small beginning in the J. Muntingh log residence where it was conducted for three years. To enable the colonists to become more self-reliant, translation of lessons

¹Van Stigt, *Derde Deel*, op. cit., pp. 110-139.

²Van Der Zee, op. cit., pp. 288-306.

³Van Der Zee, *op. cit.*, pp. 306-307.

was required. Reading, writing, and arithmetic were emphasized but geography, history, and music were also taught.¹¹ With the building of the first church came also a meeting house for the public and a school for the students. Many frame buildings and log cabins were used until 1856 with Issac Overkamp and Henry Hospers serving as early schoolmasters. With Reverend Scholte elected as school inspector, organization of the area into five school districts was carried out. Pressure was exerted for the Union school pattern in organization. In 1853 Dr. Keables, as president of the school board, secured a favorable vote for a tax to build a school. By 1856 a two-story brick school house was erected on Franklin Street. Tuition was eight dollars a year per student financed by the patrons. In 1858 this practice was abolished when tuition was obtained through taxation.² Nine country school houses were in use in the territory around Pella by 1861.

A new construction in 1876 at the present corner of Broadway and Peace became the first Webster Building just west of the present Webster. The new Webster was completed in 1952. Increased enrollment caused the Lincoln Building on North Broadway to be built in 1904. The public high school, a three-story structure, was erected in 1915 on Union Street.

¹Van Stigt, *Tweede Deel*, op. cit., pp. 82-83.

²Van Der Zee, op. cit., p. 262.

Parochial schools had difficulty at the outset with the first lasting six years, 1861-1867. Another attempt lasted two years. By 1912, solicitation of funds and organization of a parochial school were well under way. Since then the elementary and secondary schools have grown and attracted students for a distance of twenty-five miles. Expansion of both buildings has been necessary.

Pella benefited greatly by the decision of the Baptists to locate one of its coeducational institutions of higher learning in the community. Central University, as it was named, was founded in 1853 located on eight acres of ground donated by Reverend Scholte. First principal, E. H. Scarff, had the unusual task of acquiring the needed furniture from the virgin forests before the opening of the school year in 1854. Forty scholars comprised the first enrollment. After two years of school in a two-story residence the new building was ready for occupancy.¹ In 1916 the Baptists decided to centralize the coeducational work at Des Moines resulting in the transfer of Central University to the Reformed Church in America. Although never a true university, the college has expanded in buildings, services, and offerings, with accreditation in North Central Association in 1942.²

¹Stout, op. cit., p. 67.

²Living, Learning, Leadership, Central College Bulletin (Pella: 1960), p. 143.

One of the early pioneers, Miss Sebrietje H. Viersen, after accumulating considerable property, became interested in establishing a public library. Her journey east to visit Andrew Carnegie resulted in a grant of money to be spent for books. Miss Viersen donated the land for the building and \$6000 in cash making it possible to erect the present Carnegie-Viersen library in 1906 at a cost of \$18,000.

The first two newspaper editors, Scholte and Grant, were also the first to provide banking accommodations. After a few changes in organization, the present Pella National Bank came into its own in 1872. The present Marion County Bank with branch bank services in other nearby towns was chartered in 1935.

With the incorporation of the Christian Benevolent Association April 30, 1907, the establishing of the Home For the Aged became a reality. Title was obtained to East Market Square for construction. The institution proved so popular that two additions have been made to the building and entrants have at times been placed on a waiting list.

City owned and operated utilities originated in Pella early in the twentieth century. Municipal water, light, and sewer plants were installed in 1909-1911. Preliminary plans were laid for replacing the board walks with concrete and by 1922, \$437,000 had been spent for paving exclusive of grading and preliminary work, whereas \$10,000 was allotted for park

improvement. That same year city property of parks, buildings, and fire apparatus was valued at \$378,983.¹

The present Fowler Telephone Company was organized in 1900 by W. H. Fowler. During the summer of 1960 miles of underground lines were laid, preliminary to a long range program covering the city.

The band stand in Garden Square was erected and dedicated to J. Murray Cox, a Pella drummer boy, who at the age of twelve served in the Civil War. He spent much effort in promoting the musical interests in the community.

Early hopes for the use of the Des Moines and Skunk Rivers for large scale transportation were short of duration. With the Des Moines River flood of 1851, wiping out the store, lime and brick kilns located in the platted town of now extinct New Amsterdam, promoters dropped that plan. Flat boats loaded with corn bound for St. Louis met with disastrous results on the unpredictable river. The plan for a city to be named Leerdam on the Skunk River was also unsuccessful.

Pella lay on the Western Stage Coach Company route from Burlington to Council Bluffs. The Des Moines to Keokuk stage route also crossed Pella.

The year 1866 was the advent of the coming of the Des Moines Valley Railroad to Pella. As a terminal for a short period of time, Pella became

¹Stout, op. cit., pp. 248-249.

a distributing and shipping point. The Irish people who built and maintained the round house and lines found living quarters in what is now South Pella.¹

The settlement was not without disasters, hardships, and disappointments. The fifty houses contracted for construction had not been started when the immigration arrived. The second winter of 1848-1849 was most severe for the pioneers who were unaccustomed to the heavy snowfall and sustained low temperatures. The sod houses did not adequately keep out the moisture and the numerous snakes found in the prairie grass. Destructive wind storms in 1848 and 1871 took their toll in property damage. Major fires in 1872 and 1880 took sections of the business buildings. Unsuccessful attempts at branching out in Texas, South Dakota, Kansas, Colorado, and Nebraska had been experienced. Reverend Scholte's lofty efforts toward Pella becoming the new state capital and county seat proved fruitless. The cholera epidemic of 1854 took sixteen lives. The small-pox epidemic in 1857 caused caravans to route around the town resulting in a slump in business coming at the same time as the panic. The chinch bug plagued the farmer, but had some value as it led to greater diversification of farm growth.

¹Cole, op. cit., pp. 34-35.

The history of Pella, interwoven with much religious influence, has been one of rapid development. Although some difficulty was experienced, conditions generally effected favorable growth. These conditions were fostered by a people who possessed many of the qualities necessary to adequately meet the new situation. To better understand this, a look at the community as it is today is in order.

CHAPTER III

COMMUNITY IDENTIFICATION

School and community interaction is inevitable and students are affected by both forces. The force or impact of the school influence can more easily be seen by teachers and administrators than can the influence of the community. Community resources lie abounding. As a resource they can contribute to our educational program material nowhere else so available. Therefore, it is necessary to make a deeper investigation into our community as it is today to determine what makes it unique and what it can contribute to our school program.

Maps, census reports, the telephone directory, business statistics, printed matter from agencies and businesses, local museums, historic spots, observance of traditional practices, interviews with civic, religious and education leaders and business people, current news, and general observation contributed to the study of the community setting, traditions, population make-up, transportation and communication, family life, industries and occupations, health, educational, religious, recreatory, governmental, and welfare facilities, community planning, and general characteristics of the people as set forth in this chapter.

Resultant from this survey, material has been collected and organized into a guidebook of community resources to be found in Chapter IV.

The city of Pella covering 1100 acres is located on the divide between the Des Moines and Skunk Rivers in Lake Prairie Township, Marion County, state of Iowa. The topography is a rolling, very productive black prairie soil. Adequate precipitation, approximately 34 inches in 1959, and a long-growing season are favorable factors for the abundant production of corn, wheat, oats, clover and alfalfa hay. Bituminous coal, gravel, clay, and limestone are to be found here. Forest resources are mixed hard and soft woods.

Former Marshall Wyatt Earp and his parents resided in Pella from the time he was two years old until he was sixteen. His former home, a brick structure on East Franklin Street, still stands. A sister lies buried in Oakwood Cemetery. Nick Earp, Wyatt's father, served on the Pella city council and as marshall of Pella.

The Holland House, recognized for its fine food, is located in the building known as the Pella Historical Museum. The museum is maintained on the second floor of this building which is owned by the Pella Historical Society. This building, built by Wolters in 1856 and used as an apothecary, has the unique feature of a built-in Dutch style "bedste" or cupboard bed.

Many of the records, relics, souvenirs, and mementoes have been collected and exhibited in the archives located in Douwstra chapel on Central's campus.

Population of the city of Pella is 5187. According to latest available figures 17.5 per cent of the population is sixty-five years of age or older. Median age is 35.3 years. The male populace composes 47.3 per cent of the total. The median of school years completed by those twenty-five years of age or older is 8.5 years. The major occupational make-up of the men in the labor force is craftsmen and foremen. Of the women in the labor force, the major occupational group is in operatives. Approximately 9 per cent of the population is foreign born with the greater number coming from the Netherlands and the rest representing thirteen other countries. The per cent non-white is 0.2. As to social stratification, Pella presently has none of the lower-lower, some in the upper-lower, and many in the lower and upper middle class.

For the past twenty-five years, Pella has commemorated the coming of the founding fathers in a Tulip Time celebration in May when the tulips are in full bloom. It is unique in that the festival is not intended as a commercial venture but displays some of the color and traditions of the former homeland. Beds of tulips are laid out using special bulbs imported from Holland. Traditional Dutch dress is worn by the residents during the three-day celebration of parading, street scrubbing, and folk dancing. The town is meticulously cleaned in preparation for the thousands of spectators who avail themselves of tours of the city provided in the daytime and special musical programs given in the evening. A scaled miniature Dutch village is displayed at the high school building.

The weekly paper, The Pella Chronicle, has been operated by the Sadler family for the last fifty-five years. As advertising circular, The Town Crier, is also printed weekly.

Pella's needs for transportation and communication are well met. State highway number 163 serves the community for east-west transportation, whereas Pella is joined to Knoxville, the county seat, by another unnumbered hard surfaced highway. The Chicago, Rock Island and Peoria Railway provides limited service in and out of the city. An airway landing strip two miles southeast of the city limits is used by privately owned planes, and bus service is provided by the Greyhound Lines. The Highway Post Office and a star route make two stops daily at the first class city post office. Three rural routes providing daily delivery carry the mail to over 2000 rural patrons. Western Union Telegraph Company maintains a branch office in the business area. One of the remote studios of KBOE, Oskaloosa radio station, is located on South Main.

Pella's growing industries provide occupation for many of the inhabitants. Clothing is manufactured by Pella Manufacturing Company making overalls, and Pella Products Company making children's and infant's wear. Iowa Blue Grass Butter is made by the Pella Creamery. The Pella Canning Company processes tomato juice and fruit drinks. Stump cutters and irrigation sprinkling systems are manufactured at Ver meer Manufacturing Company. Machine and tool shops are the Van Gorp Motor and Machine

Shop and the Pella Tool and Stamping Company. The products of the Pella Cement Block and Tile are used in a great amount of construction done in this area. The Frundt Hybrid Seed Corn Company is located near the south city limits. Three greenhouses and a nursery are in business here. One of the newcomers to industry is the Huisman Cruisall.

Although the city generates its own power at the plant on Oskaloosa Street, the outlying area is provided for by the Rural Electrification Plant west on Highway 163.

The largest single industry in Pella is The Rolscreen Company. It is operated twenty-four hours a day the year round making wood folding doors, casement windows, Lite-proof shades, multi-purpose windows, drapery brackets, and sliding glass doors. This firm employs more than 600 people regularly.

Contributing further toward Pella's business are two bakeries, two dairies, five grocery stores, three meat processors, and eight cafes. Clothing needs are provided by three dry cleaning establishments, one variety store, two shoe repair shops, two self-serve laundries, eight dry goods, clothing and shoe stores. Home builders and furnishers may utilize the six electrical, heating, and plumbing dealers, four lumber yards, fourteen building and excavating contractors, two upholstery shops, six painting and paper contractors, and three furniture and floor covering shops. Automotive, mechanical, and farm services are provided by four

car dealers, six automotive repairing establishments, seven agricultural implement agencies, four hardware stores, fourteen oil distributors, two tire shops, two welding shops, three well drillers, four feed dealers, ten trucking and hauling companies, five hatcheries and poultry dealers, and one livestock sale barn. One coal dealer and one gas company serve the area. Transfer of real estate may be handled by the five real estate agencies. Three shops cater to radio and television repair. Drugs and supplies can be obtained from four firms. Two jewelry shops, one book shop, one gift shop, one hobby shop, one music store, and one photographer are in business.

Professional services available are adequate with two optometrists, six dentists, five osteopathic physicians, five medical physicians and surgeons, two chiropractors, four veterinarians, three law firms with a total of six attorneys, and the personnel of two banks.

Pella has one motel, one hotel, two funeral homes, and one nursing home. Two auctioneers serve the area, four accountants, eight insurance agencies, and six beauty shops. Beef and dairy cattle, turkey and swine production are found on farms nearby.

Among the nearly 900 industrial workers of Pella and vicinity, there is no organized, active labor union. A farmers cooperative buying and selling program is successfully operating.

Refined Church in America.

Water supply obtained from the Des Moines River is softened, filtered and fluoridated. Two sewage disposal plants and one city refuse lot dispose of waste. A new community hospital nearing completion is of thirty bed capacity. The Home for the Aged is available to the senior citizens seventy years of age or over through approved application, and payment to cover care, medical excepted, for the duration of life.

Pella Community School, a K6-2-4 arrangement, has four elementary centers with 1117 enrolled in kindergarten through eighth grade, and 386 in the senior high school. The school district covers an area of approximately 185 square miles and has an assessed valuation of \$16,026,340. Employed by the school are sixty-five teachers and administrators, three secretaries, a director of transportation and general maintenance, twenty-one bus drivers and custodians, and seven cooks. Adult evening classes are provided for men and women at the high school.

The parochial schools, supported mainly by tuition and the Christian Reformed churches, have enrolled 275 pupils in the four year high school and about 400 in the eight lower grades.

Educational facilities are available at the Carnegie-Viersen Library which contains 13,000 volumes. The Scholte home, the Historical Museum, and the archives at Central College are carefully preserved for posterity. Central College, a growing liberal arts college is affiliated with the Reformed Church in America.

The thirteen churches vary in size from a very small membership to the largest of 1200 members. A group not having an established church but meeting regularly is a Methodist Women's Circle. Despite the fact that church divisions have resulted from opposing convictions, a good working relationship exists among the people. Most of the twelve resident pastors and associate pastors belong to the Pella Ministerial Association. The major portion of the Pella residents attend church with a great deal of regularity.

The city employs the services of a full time recreation director. The recreation program is organized to provide something for all ages, from the pre-schooler to the aged. The bowling alley is privately owned as are the Pella theater and billiard center. Located at the north city limits is the eighty acre Pella Golf Course and Country Club. Two lighted ice-skating ponds are popular with skaters in the winter months. Seven well-kept parks are found within the city limits, some with picnic facilities. The south park has a swimming pool and lighted ball field.

Six city offices are maintained to properly provide for municipally owned light, water and police services. The city hall and recently constructed public safety building are located along South Main Street. The city employs an average of forty-three people.

Pella is governed by a mayor and six councilmen. The police force is composed of four full time police officers. Two city and one rural fire

trucks provide fire protection. Ambulance service is provided by one of the funeral homes.

To provide for indigent members, some of the churches have set aside special funds, presently rather dormant with an unexpended balance. Only one nursing or rest home within the city makes it necessary for residents needing that care to find it elsewhere.

Serving the community in an organized social, fraternal, or educational way are the Boy Scouts, Camp Fire Girls, Fortnightly Club, Federated Women's Club, American Association of University Women, American Legion and Legion Auxiliary, Central College Auxiliary, T.T.T., Masonic Order, Eastern Star, Kiwanis, Rotary, Chamber of Commerce, and Junior Chamber of Commerce. Farm Bureau and Boys and Girls 4-H Clubs have rural and urban people on their membership rolls. Much of the social life is associated with the organizations within the college or churches.

A county wide planning board has recently been organized and incorporated for the purpose of advancing economic, social, cultural, and citizenship interests of Marion County.

It seems evident at this point that increased amount of flood protection and recreational facilities will be provided upon completion of the Red Rock Dam Project on the Des Moines River estimated to cost \$75,000,000. The first stage of production is currently under way. The total length of the dam is planned for better than a mile with a maximum height of 110 feet.

The top surface has been planned as a highway. The conservation pool is designed to cover 6300 acres, making it the largest body of water in the state.

The progress of the community is in part due to the qualities of the inhabitants. They have been described as conservative spenders and investors. Not much money is spent on trivials but quality merchandise is desired. By many of the residents on a limited budget, a fair standard of living is maintained through scrupulous planning.

Not only is value placed on having wealth, but also on a willingness to work. This is very evident in the neat appearance of homes and property. Because of this possessed industrious quality, the abundance of laborers contributes toward a lower pay scale. Many semi-retired workers are available for short term jobs.

The charitable generosity of the people has been indicated by the outright financial support given to disaster ridden areas such as the fires in Michigan forests and Chicago, floods in Galveston, Johnstown, and Eddyville, Iowa, famine in India and the earthquake in San Francisco. Evidence, too, is the community hospital and beautiful church edifices.

Some of the customs of the European migrants have been retained such as "koffie-tijd." Meat shops feature Dutch bologna while bakeries sell to residents and tourists alike specialties of Dutch letters, cookies, and "vet bollen." Being fond of vegetables, the older residents include

in their diet endive, kale, red cabbage, and cut French beans. Cheese is a favorite and much used food while Dutch pea soup, scrapple, and pigs-in-the-blanket are not uncommon. In general, the residents are moderate in the use of alcoholic beverages or total abstainers.

Feelings of nationality prompted the Hollanders to maintain a close relationship. As an observer of three living generations, a transition in culture is evident. The people of the community have done well in retaining more desirable customs and traditions while at the same time adopting new ones that contribute to a better way of life.

CHAPTER IV

GUIDEBOOK OF COMMUNITY RESOURCES

I. FORWARD

From a survey of the prevailing Pella community it has become evident that much resource material is available to strengthen, enrich, and give greater meaning to the educational program. After referring to the suggested curriculum guide for the Pella Community School, the resources deemed to be the most useful were selected and organized into a guidebook. The selection for inclusion was based on interest, relevancy, accessibility, and amount of possible contribution. Resources were classified into material resources and resource persons according to the topic or area toward which contribution can best be made. The book, "Elementary School Trips for the Des Moines Public Schools," was read as well as other graduate studies in the Cowles Library to determine what is being done in other Iowa schools. Suggestions and recommendations for utilization follow the directory.

II. RESOURCE MATERIALS

Following is a listing of resource information:

Place	Address and Phone	Comments
<u>Clothing</u>		
Pella Manufacturing Company	707 East Third MA 8-3923	Overall manufacturing

Place	Address and Phone	Comments
Pella Products, Inc.	835 Broadway MA 8-3092	Manufacture of infant's and children's wear
Van Sittert Store	701 Franklin MA 8-3350	Dry goods
<u>Communication</u>		
Fowler Telephone Co.	715 Main MA 8-3131	
KBOE Radio Station	514 1/2 Main MA 8-2550	Oskaloosa remote studio
Pella Chronicle	739 Franklin MA 8-2440	Printing and engraving
Pella Town Crier	724 Main MA 8-2672	Advertising
Western Union Telegraph	911 Broadway MA 8-4601	
<u>Community History</u>		
Archives	812 University MA 8-4151	Call Mrs. Robert Lautenbach in charge
Wyatt Earp Home	507 Franklin St.	
Dutch Village	712 Union MA 8-4784	Set up in the gym at the High School during Tulip Time only
Holland House	810 Washington MA 8-4482	One of first buildings. Second floor museum
Scholte House	734 Washington MA 8-4402	Great-granddaughter of Rev. Scholte resides here, Mrs. Siebolt Hettinga

Place	Address and Phone	Comments
<u>Education</u>		
Carnegie-Viersen Library	823 Broadway MA 8-4268	Accounts of Pella history, Dutch books. Miss Gosse- link, Pella librarian- historian.
Central College Library	814 Peace MA 8-4078	Library service to teachers
<u>Foods</u>		
Bakker and Rus	300 South MA 8-2209	Grain elevator and seeds
Clover Leaf Dairy	312 Washington MA 8-2013	Processing of dairy pro- ducts
Farmers Cooperative Elevator	419 South MA 8-4167	Feed and livestock dealers
Lubbers Dairy	Route 3, Pella MA 8-4284	Makers of cottage cheese
Pella Canning Co.	213 South MA 8-3240	Tomato and juice canning
Pella Produce Co.	507 Union MA 8-3232	
Sybenga Bakery	727 Franklin MA 8-2940	Dutch and other pastries
Vandenberg Processing Plant	Route 1, Pella MA 8-4003	Meat dressing and proces- sing
Vander Beek Produce	914 Hazel MA 8-4380	
Vander Ploeg Bakery	711 Franklin MA 8-2293	Dutch and other pastries

Place	Address and Phone	Comments
Van Gorp Hatchery	220 Sharon Road MA 8-3623	Chickens
V & R Grocery	601 Franklin MA 8-3414	Super-market and meat cutting
Van's Food Market	514 Main MA 8-2809	Super-market
<u>Government Agencies</u>		
City Clerk's Office	717 Main MA 8-4173	Municipal information
Post Office	801 Franklin MA 8-2951	
<u>Hobbies</u>		
Hobby and Model Supplies	724 Main MA 8-2672	
<u>Other Industries and Businesses</u>		
Boat and Boatsma	620 Franklin MA 8-2040	Home furnishings
Gosselink Radio and Television	725 Main MA 8-2642	Sales and repair
Huisman Manufacturing	619 Maple MA 8-2766	Maker of Cruisall Cabinet making
Newton Coal Co.	Route 1, Otley	Mining
Pella Block and Tile	1211 Peace MA 8-3514	Cement work

Place	Address and Phone	Comments
Pella Construction Company	Route 3, Pella	Concrete surfacing
Pella Implement	Route 2, Pella MA 8-2131	Farm machinery
Pella Irrigation Co.	Route 1, Pella MA 8-3141	Manufacturers of stump cutters and irrigation equipment
Pella Sales Co.	Route 2, Pella MA 8-2703	Livestock sale every Wednesday
Pella Tool and Stamp- ing Co.	111 Main MA 8-3040	Die maker
Pella Woodcraft and Upholstering Co.	Route 2, Pella MA 8-2449	Woodfinishing
Rolscreen Company	102 Main MA 8-4121	Manufacture windows and doors. Pella's biggest industry.
Star Oil Company	900 Main MA 8-3102	Station and tank wagon oil distributors
Vanderzyl Bros. Fuel Company	103 Clark MA 8-2840	Coal dealers
Van Gorp Manufacturing Company	Route 1, Pella MA 8-2140	Cutting and welding
Waechter Lumber Co.	301 Main MA 8-2148	

Plant and Animal Growth and Care

Brom's Hatchery	725 Franklin MA 8-3885	Baby chickens
Dr. B. Crawford and R. Van Dyke	623 Franklin MA 8-4040	Veterinarians

Place	Address and Phone	Comments
De Jong Floral	727 Main MA 8-2640	
Dan E. Dieleman Farm	Route 2, Pella MA 8-2685	Feeding beef cattle
Frundt's Seed Corn	Route 1, Pella MA 8-3827	Hybrid corn plant
Nick's Greenhouse	219 Oskaloosa MA 8-2230	
Myron Nollen Farm	Route 1, Pella MA 8-2780	Modern method of market hog production
Harold Ver Meer Farm	Route 2, Pella MA 8-2742	Ultra modern dairy farm
Van Gorp Kennels	209 Oskaloosa MA 8-2181	Many kinds of dogs are sold

Public Utilities

Light Plant	519 Oskaloosa MA 8-4129	Steam generators
REA Plant	Route 1, Pella MA 8-3340	Distributors of power for rural area
Water Department	606 1/2 Main	
Water Treatment Plant	Route 1, Pella MA 8-4113	Filtered and fluoridated

Public Welfare Refer to

Pella Fire Department	610 Main MA 8-2345
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Place	Address and Phone	Comments
Pella Police Dept.	604 Main MA 8-4321	
Red Rock Dam	Route 2, Pella	U. S. Army Engineer Gruenenwald in charge of construction
<u>Recreation</u>		
Recreation Dept.	829 Broadway MA 8-4571	Mr. Brodigan, director
Tulip Bowl	611 Franklin MA 8-4240	Bowling alleys
Swimming Pool Park	Oskaloosa St.	Ball diamond, picnic facilities, swimming pool, ice-skating
Sunken Garden Park	North Main	Tulip beds, pool, also ice-skating
<u>Religion</u>		
Assembly of Brethren	828 Franklin	
Baptist Church	709 Independence MA 8-3401	
Calvary Christian Reformed	408 Maple MA 8-4552	
Catholic	412 West First	
First Christian Reformed	914 Liberty MA 8-2102	
First Reformed	603 Broadway MA 8-3493	

Place	Address and Phone	Comments
Gospel Chapel	510 Union	
Open Bible Church	810 West First MA 8-2942	
Protestant Reformed	609 Peace MA 8-4135	
Second Christian Reformed	611 East First MA 8-3309	
Second Reformed	614 Broadway MA 8-3862	
Third Reformed	603 Main MA 8-3051	
Trinity Reformed	407 Franklin MA 8-2714	
<u>Transportation</u>		
C. & M. Trucking Livestock Trailers	300 East First MA 8-2980	Local and long distance
Greyhound Bus Lines	617 Franklin MA 8-2034	East-west
Pella Airport	2 miles south-east of town	Used by privately owned planes
Rock Island Motor Freight	615 Oskaloosa MA 8-4764	
Rock Island Railroad	615 Oskaloosa MA 8-2071	
Ousea Van Emmerich	415 West 11th MA 8-3339	

III. RESOURCE PERSONS

Person	Address and Phone	Comments
<u>Aeronautics</u>		
Andrew W. Klyn	1337 Main MA 8-2859	Plane owner and operator
Gary Ver Meer	Route 2, Pella MA 8-2080	Plane owner and operator
<u>Aesthetic Appreciation</u>		
Maurice Birdsahl	908 Peace MA 8-9925	Drama
Mrs. Donald Crawford	1361 Broadway MA 8-4553	Paintings and art
Helene Dockendorff	1302 Main MA 8-3233	Piano and violin
Lawrence Grooters	108 Broadway MA 8-3635	Organ
Hospers Kuyper	906 Independence MA 8-2277	Music and musical instruments
Edith LeCocq	509 East First MA 8-4791	Vocal music
Robert J. Rittenhouse	308 Main MA 8-4361	Band
James Smalley	408 1/2 West 2nd MA 8-4074	Russian and Spanish language
Cunera Van Emmerich	415 West First MA 8-3919	Speech

Person	Address and Phone	Comments
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Alberta Wing	503 West Second MA 8-3077	French language
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Business People

Arvid Pierson	509 Lincoln MA 8-2308	Hybrid seed corn production
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Robert C. Power	812 Columbus MA 8-2754	Banking and investing
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Edgar J. Roorda	909 Lincoln MA 8-4488	Building contractor
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Marion Toom	707 1/2 Franklin MA 8-2961	Rolscreen employee pro- vides conducted tours
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Verle Ver Dught	715 Franklin MA 8-4571	Insurance
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City Officers

C. B. Caldwell	109 Oskaloosa MA 8-2772	Councilman
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Bill DeJong	1111 West 2nd St. MA 8-3649	Councilman
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Robert Houser	511 University MA 8-3489	Police officer
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Dick Leydens	304 Franklin MA 8-2123	Councilman
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W. L. McNamar	513 Franklin MA 8-4247	City clerk
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Ed Schreiner	807 Hazel MA 8-4133	City engineer
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Person	Address and Phone	Comments
Marion Steenhoek	507 Main MA 8-3439	Councilman
Joe Stientjes	708 Jefferson MA 8-2879	Councilman
Richard Tysseling	506 Broadway MA 8-2739	Mayor
Harry Ver Meer	405 Maple MA 8-2879	Councilman
<u>Civic Workers</u>		
Henry Cox	728 Washington MA 8-4763	Music
Ray DeHaan	907 University MA 8-3049	Rotarian
Mrs. Joan Farver	501 Lincoln MA 8-4603	Political
T. G. Fultz	1304 Main MA 8-4363	Rotarian
Jean Kuyper	704 1/2 Washington MA 8-3671	Electric organ player
H. Stuart Kuyper	914 West Adams MA 8-3412	Kiwanis club leader
Dan Meulpolder	804 1/2 Main MA 8-2020	Tulip Time promoter
Dick Van Zante, Jr.	1005 Broadway MA 8-3431	Scout leader and Jr. Chamber of Commerce
Elmer Vermeer	Route 1, Pella MA 8-2104	Marion County Legislator

Person	Address and Phone	Comments
Mrs. Margaret Waechter	516 Broadway MA 8-4342	Music
Mrs. Ine Renaud	928 Broadway MA 8-2320	Women's Federated Club

Early Settlers, Descendants or Historians

C. C. Buerkens	1121 Broadway MA 8-4774	Grandson of a leader in early industry
Peter G. Gaass	1115 Marion MA 8-3160	Great-grandson of the Reverend Scholte
Mrs. Siebolt Hettinga	734 Washington MA 8-4402	Great-granddaughter of the Reverend Scholte
Mr. Tunis Kempkes	1006 Washington MA 8-2336	Descendant of the Overkamps
Mrs. Martha Lautenbach	Route 1, Pella MA 8-4496	Charge of archives
Mr. H. H. Sadler	811 Independence MA 8-3219	Long time news editor
Miss Eva Stubenrauch	915 East First	
Mrs. Dave Thomas	107 Main MA 8-3639	Granddaughter of the Nossamans
Mr. W. G. Van Sittert	406 Main MA 8-2810	President of the Historical Society

Health

Effie Buss	Marion County Courthouse V12-2719	County special education director
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Person	Address and Phone	Comments
Dr. A. E. Evers Paul	410 Franklin MA 8-4781	Medical physician
Berniece Fisher	Marion County Courthouse V12-2719	County nurse
Dr. B. Flikkema	733 Franklin MA 8-4623	Optometrist
John Lanham	Marion County Courthouse V12-2719	County guidance director
Dr. R. M. Martin	1002 Main MA 8-3904	Osteopath and tumbling expert
Dr. J. E. Schultz John	502 Franklin MA 8-4022	Dentist

Recreation

Paul Brodigan Raymond Dieleman	302 Liberty MA 8-2053	General Recreation
J. D. Geurts John	508 Washington MA 8-3577	Bowling
Marinus Kregel	406 Washington MA 8-4556	Basketball and tennis
Lester Ter Louw	1014 Main MA 8-3979	Football, baseball and basketball
Linda Tysseling Linda	508 West First MA 8-3313	Swimming and lifeguard
Rudy Ulrich Mrs. Gary	614 Elm MA 8-2523	Golfing

Person	Address and Phone	Comments
<u>Religion</u>		
Rev. Leo DePrenger	810 West First MA 8-2942	Minister of Open Bible Church
Rev. A. Haverkamp	1111 Independence MA 8-4160	Retired Reformed minister
Rev. G. Muyskens	500 Franklin MA 8-2567	Minister of Trinity Reformed Church
Rev. E. Ward	415 Broadway MA 8-3702	Minister of the Baptist Church
<u>School Personnel</u>		
John Blommers	611 West First MA 8-3962	School secretary
Con DeVries	400 Lincoln MA 8-3591	Custodian, safety at school
Raymond Dieleman	608 West 2nd MA 8-4694	School transportation program and safety
Margaret Klyn	303 East First MA 8-4251	Nutrition
Barbara Vander Werff	Route 2, Pella MA 8-4325	Labor permits and school records
<u>Travel</u>		
Sidney DeHaan	907 University MA 8-3049	Slides of the Far East
Mrs. Gary Gezel	1010 West 3rd MA 8-2611	Lived her early years in England

Person	Address and Phone	Comments
Jane Gosselink	513 Broadway MA 8-2964	Traveler in Europe
Jan Kuitwaard	406 West Second MA 8-2480	Life in the Netherlands during the German occupation
Marie LaFaber or Cornelia Wilson	506 Columbus MA 8-3014	European travelers
H. W. Pietenpol	709 Peace MA 8-2575	World traveler on a tramp steamer
W. D. Van Sittert	Morningside Dr. MA 8-3718	Slides of Russia
W. G. Van Sittert	406 Main MA 8-2810	Slides of Europe
W. G. Wing	503 West 2nd MA 8-3077	Mexico
Robert Menning	1313 Broadway MA 8-3373	Prisoner of the Germans in World War II

IV. SUGGESTIONS AND RECOMMENDATIONS FOR UTILIZATION

American educational thinking and practice have moved toward more effective cooperation between schools and their supporting communities. Many teachers find environmental aids a basic supplement to bookish education. It is desired that use of this guidebook will contribute toward an improved curriculum, that students may feel a closer relation to life, and that learning be extended beyond the classroom.

A guiding principle in the use of the community as a learning tool is that its use must meet a defensible educational objective. It is for each teacher to decide whether a community resource will clarify some aspect of the learner's problem or promote a sense of relationship with the world round about him. Because of this, no attempt was made to recommend the grade level in which the resource should be used. Coordination of effort, careful planning and recording in the class folders can do much to avoid an over use of some resources to the exclusion of others.

As well as the error of repetitive use of the same resource, so also might the error be in repetitive technique. No one activity should be used at the omission of other techniques. Variety lends interest. One technique repeatedly used may cause loss of value to be derived. It is recommended that surveys, observations by students, demonstrations by experts, photography, student reporting, resource visitors, use of literature, sampling of materials, field trips, and guest lecturers be employed

as means. A community agency might contact teacher groups who in turn could use the information in teaching. Interviews, study of documents, and participating in events add variety. Members of the community with responsible positions, because of those positions, should be used with care and judgment.

Careful planning will allow for the maximum benefit from material or resource persons. Preliminary planning often determines the value of the outcome. The technique should be carefully chosen, the resource related to the curriculum, prepared for in advance and followed up in retrospect for maximum educational value to accrue. Planning for utilization can promote teacher-pupil planning.

The care with which use of these is prepared and handled molds the opinion of the public as to the character and effectiveness of the school. Use of community resources is an excellent way to build school-community relationships and encourages each to assume its responsibility to the other.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

It was the purpose of this study to survey the background and the prevailing community resources of the Pella Community School area, these resources to be organized into a guidebook to be readily accessible and available to the Pella Community teachers for a better understanding of the students and the community and for curriculum enrichment.

A background study of the community was made to note the development into the present community. Present community setting was investigated resultant in a listing of community resources which were classified according to material resources or resource persons. Classifications were used that were relative to the Pella curriculum guide now in use with added comments on the various resources as to merit or area of contribution. Resources that were of interest, relevant, accessible, and of contributory value were selected for inclusion. Recommendations and suggestions for better utilization were given.

The information and statistics were drawn from many sources. Background material for school-community relationships was taken from books and periodicals written by leaders in the field of education. Local historians, historic spots and collections, documentary materials, printed matter from agencies and businesses, church, school and census records

maximum utilization.

contributed toward the study of the community. The review of the local curriculum guide, graduate studies, and guidebooks used elsewhere helped in determining organization and classifications for the prevailing resources included in the guidebook.

Personal interviews with people who could contribute toward the study were held. Participation in and an observance of the community life for three years helped to determine and establish facts.

Resource materials were classified into fourteen areas or topic headings. Three were listed under clothing, five under community history, five under communication, three under education, thirteen under foods, two under government agencies, one under hobbies, sixteen under other industries and businesses, nine under plant and animal growth and care, four under public utilities, two under public welfare, four under recreation, thirteen under religion, and five under transportation.

Resource persons were classified into eleven categories. Under aeronautics two were listed, aesthetic appreciation five, business people five, city officers ten, civic workers nine, early settlers, descendants or historians eight, health five, recreation five, religion four, school personnel four, and travel eleven.

Recommendations for use were in regard to cooperation between school and community, selection of what to use and when to use it, flexibility in technique in using the resources, and preliminary planning for maximum utilization.

This guidebook remains in a developmental stage. As has been found in the review of Pella history, so in the future it is expected to be a continually changing condition. Therefore it is recommended that deletions and additions be made to this guidebook as they occur. Constant evaluation of the degree of usefulness also is to be considered in making corrections and additions.

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